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ABSTRACT

This fifth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with the helping process. It explores the social concept of helping and provides student experiences to enable them to practice certain helping skills, including problem identification, diagnosis, prognosis, treatment planning, implementation of treatment, and evaluation. An important focus is value analysis. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203106

Family and Community Services

MODULE V

THE HELPING PROCESS

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CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE V - The Helping Process

Competencies:	Objectives:
1. Understand the term "helping process."	1.1 Explain the term "helping process."
	1.2 Identify components of the helping process
	1.3 Recognize the roles of "helpers"
2. Be aware of "helping " agencies and services and needs.	2.1 Identify the kinds of "helping" problems families and individuals may have.

Suggested strategies. Student will:	References and Resources:
1.1.1 Listen to the teacher define "helping" and/or the "helping process" or Discuss the meaning of "helping," use dictionary, compare definitions	1.1.1 Teacher see appendix for two definitions. Additional teacher references: 1) Benjamin, Alfred. The Helping Interview. Houghton Mifflin Co.: Boston, 1974. 2) Weiner, Akabas, and Sommer. Mental Health Care in the World of Work. Association Press: New York, 1973 3) Lewis and Lewis. Community Counseling: A Human Services Approach. Wiley & Sons, Inc.: New York, 1977. 4) Mahoney. The Art of Helping People Effectively. Association Press: New York, 1967.
1.2.1 Discuss the components of the helping process: 1) the people, 2) the problem, 3) the purpose, and 4) the process, with the teacher	1.2.1 Use teacher resources from 1.1.1
1.3.1 Listen to a school counselor or social worker talk about the difference between "helping" and counseling	
1.3.2 View filmscrip What Is A Paraprofessional? Discuss with class.	1.3.2 Careers - The Paraprofessional, What Is A Paraprofessional? 331.7. Multi Media Productions, Inc., P. O. Box 5097, Stanford, CA 94305
1.3.3 Contrast friendship with the "helper" in a paraprofessional role.	1.3.3 Appendix: Differences and Similarities of Helping Process and Friendship
2.1.1 List problems you or your family have had in which help was needed and discuss with teacher and classmates.	
2.1.2 Discuss the need for and importance of being able to get help when it is needed.	

Competencies:	Objectives:
2. (continued)	2.1 (continued)
	2.2 Identify agencies and services involved in "helping"
3. Analyze behaviors involved in the helping process	3.1 Explore steps and techniques in the helping process.

Suggested strategies. Student will:	References and Resources:
2.1.3 Work in groups to compile a list of the kinds of needs for help that people may have, e.g., marital, divorce, drugs, and alcoholism, abuse, handicapped, legal, career choice, unemployment, financial, emotional-mental health, etc.	
2.1.4 Discuss the following four assumptions: a) We all encounter difficulties - no one is immune. b) We seek help for our problems. c) We can all be capable of giving help to others, directly or indirectly. d) We can learn to become more effective in helping others. (Understanding the people involved and their context will contribute to making us a better helper.	
2.2.1 List agencies and services (county and community) which are involved in the "helping process." Tell the kind of help which is offered.	2.2.1 Telephone director Guidance office Mental health center Social services County health department (Counselors & psychologists)
2.2.2 Match problem and service on worksheet "Needs and Helpers"	2.2.2 Appendix: "Needs and Helpers"
3.1.1 Discuss the "listening" and "talking" relationship in the interview	
3.1.2 State the functions of "observation" in the helping process. Compare your statement with classmates' statements.	3.1.2 The teacher will need to do background reading and utilize her knowledge and expertise in relationships for all strategies in Competency 3. Suggested Readings are in Appendix and under Strategy 1.1.1.
3.1.3 Make a list of questions the helper could ask for specific situations provided by the teacher	
3.1.4 Discuss purposes of questioning.	

Competencies:

3. (continued)

Objectives:

3.1 (continued)

3.2 Discuss the effects of the helping process in relation to the helper and the client

Suggested Strategies. Student will:	References and Resources:
3.1.5 List as many techniques as possible for responding and concluding a help-relationship, i.e., supporting, confronting, agreeing, informing	
3.1.6 Listen to speakers involved with "helping" services or agencies discuss the purpose of their jobs and how they help.	
3.1.7 Define and discuss each of the following terms as they relate to the helping process and which ones a paraprofessional would be involved in: a) problem identification b) diagnosis c) prognosis d) treatment planning e) implementation of treatment f) evaluation	
3.1.8 Discuss the importance of the following six suggestions: Will I be helping the person a) become more realistic? b) feel more self-confident and adequate? c) become more self-directing? d) become more self-actualizing? e) rejoice in being alive? f) become more considerate of others?	
3.2.1 Describe the steps necessary for helping specific problems for a variety of clients (target groups). 1) What is the problem? 2) How can it be solved? 3) What responsibilities will each one take towards solving the problem?	3.2.1 Teacher resource: Mahoney. The Art of Helping People. Chapter I.
3.2.2 Practice (in pairs) interviewing a person to identify a problem.	
3.2.3 Discuss the "listening" and "talking" relationship in the interview.	

Competencies:	Objectives:
4. Evaluate helping experiences and interviews	4.1 Relate positive and negative aspects of "helping"
	4.2 Judge effectiveness of "helping" interviews
5. Organize values and demonstrate commitment to the helping process	5.1 Express reasons for personal interest in the helping process and Family and Community Services
	5.2 Structure thoughts and feelings about "Helping" and be able to verbalize
	5.3 Perform "on the job" in a helping manner

Suggested Strategies. Student will:	References and Resources:
4.1.1 Share some positive and negative effects of helping agencies that you've heard about, observed, or experienced.	
4.1.2 Write a story about someone who needs help. Tell good and bad things a "helper" might do.	
4.2.1 Role play helping interviews and use "Five Questions" to evaluate yourself as an interviewer.	4.2.1 Appendix: "Five Questions - The Helping Interview"
4.2.2 Evaluate each other using the same "Five Questions."	
5.1.1 Brainstorm reasons for wanting to be a "helper."	
5.1.2 Discuss with small group your feelings about these statements: 1) "I never met a person I didn't like". 2) "I love the world and want to help everyone". 3) "My problems help me understand others".	
5.2.1 Respond to "Belief in Helping Others." Score your paper. Discuss each item with class and teacher.	5.2.1 Appendix: "Belief in Helping Others," and Key
5.2.2 Write a two page paper telling why you would or would not be a good helper.	
5.3.1 Be a "helper" on the job	

Teacher Resource

"Helping" Definitions

1. Help 1. to cooperate effectively with a person; aid; assist..... 2. to furnish aid to; contribute strength or means to; assist in doing..... 4. to relieve (someone in need, sickness, pain or distress). The American College Dictionary, Random House, New York, 1958.

2. "An action or service is helpful when it solves a problem for a person in order to: meet his basic needs
   maintain his dignity
   bring him comfort or satisfaction
   teach him new problem-solving skills and encourage his personal growth".
   Ericksen, Karen, Human Services Today, Reston Publishing Company, Inc., Reston, Virginia, 1977.

Differences and Similarities
of Helping Process and Friendship

FAMILY AND COMMUNITY SERVICES

Friendship and Family Ties	Helping Relationship
At least two people involved	
Relationship has elements of permanence	People are usually strangers at beginning of relationship (not working with one's own family)
Relationship exists with or without specific purpose	Specific purpose
Usually long term	Time limited and expected to last only as long as it takes to accomplish task
Status relationships change and are fairly equal over time	Usually based on a somewhat equal footing
Relationship is one of give and take	Helper should not reveal needs or involve other person in daily life
Communication bridge Requires hard work Requires investment of self Requires commitment Ability to trust is essential	
Share some common ground	May have entirely different ethnic or cultural background and must recognize differences
Total of backgrounds and identities is involved	
Mutual respect	
Usually "like" each other	"Liking" not necessary--popularity is not an element of relationship (major goal is helping, not being liked)

Appendix
MOD V
Strategy 2.2.2

NEEDS AND HELPERS

Directions: Put the letter of the appropriate Helper in the blank preceding the need described.

NEEDS	HELPERS
_____ 1) The son or daughter of your client has a drug problem.	a) Alcoholics Anonymous
_____ 2) Someone in your client's family is an alcoholic.	b) Drug Prevention Center
_____ 3) The family you're involved with has a very low income, and they need food supplies.	c) Family Counseling
_____ 4) A low-income elderly person needs assistance for unpaid heating bills.	d) Food Stamp program
_____ 5) A hospital outpatient needs special nursing care and equipment, i.e., a walker.	e) Mental Health
_____ 6) A family member desires to attend vocational school and needs monetary assistance.	f) Public Service Commission
_____ 7) Your client is a physically handicapped person who is severely depressed.	g) Senior citizens
_____ 8) You discover child abuse in the family you work for.	h) Social services for elderly
_____ 9) An elderly person has no family or friends visiting and is very lonely.	i) Visiting nurse
____ 10) An elderly client needs transportation to get groceries.	j) Vocational school information

SUGGESTED READING
(for teacher)

Benjamin, Alfred. The Helping Interview. Houghton Mifflin Company, Boston. 1974. Chapters 2, 3, 5, 7.

Danish, Steven J. and Allen L. Hauer. Helping Skills: A Basic Training Program. Human Sciences Press. New York. 1977. Stage V, pp. 61-74.

Ericksen, Karen. Human Services Today. Reston Publishing Company, Reston, Virginia. 1979. pp. 96-99.

Satir, Virginia. Peoplemaking. Science and Behavior Books. Palo Alto, CA. 1972. Chapters 4 and 5.

Skinner, B. F. "The Ethics of Helping People." The Humanist. January/February. 1976. pp. 7-11.

"Five Questions"

for

THE HELPING INTERVIEW

Answer the questions as you think back on past interviews or as you plan future programs.

1. Did you help the person open up viewpoints as much as possible?

2. Did you help the person move from blaming outside influence to understanding the person's own feelings about the problem?

3. Did you let the person explore in his own way, or did you lead him in a direction you chose?

4. Did you go along with the person, or did you force the person to go along with you? Which do you prefer? Which is better for the person?

5. Did silence frighten you? Should it?

Appendix
MOD V
Strategy 5.2.1

Belief in Helping Others

DIRECTIONS: There are no right or wrong answers for these statements. Please read, and then show if you agree or disagree with the statements. Circle the correct letters if you:

Strongly Agree	SA
Agree	A
(Are) Undecided	U
Disagree	D
Strongly Disagree	SD

Do not spend too much time on each statement.

1. Handicapped people who act offended when you try to assist them don't deserve your help. SA A U D SD
2. If you help people too much they will soon depend on you for problems they could handle themselves. SA A U D SD
3. It is best to exterminate predators such as wolves and hawks which kill other wildlife and domestic animals. SA A U D SD
4. I feel bad about turning down a beggar who asks for a handout. SA A U D SD
5. When organizations like the Salvation Army give handouts to drifters and bums, they encourage these people to remain a drain on society. SA A U D SD
6. If you go out of your way to help someone, as often as not you will come out a loser. SA A U D SD
7. If I discovered that a person I knew had been hospitalized for a mental illness, I would be very cautious of him in the future. SA A U D SD
8. A doctor has spend many years training for his profession and can't be blamed for being as interested in making money as he is in curing illness. SA A U D SD
9. I have no sympathy for a wealthy, educated person who wastes his life by becoming an alcoholic. SA A U D SD
10. I see no objection to stepping on people's toes a little if it will help me get the important things I need in life. SA A U D SD
11. If a bank teller were seen spending money way out of proportion to his income it would be foolish not to suspect him of stealing. SA A U D SD
12. When people get into trouble they can't handle they shouldn't come crying to others about it. SA A U D SD
13. I find it annoying to be asked to help someone out of a jam. SA A U D SD
14. Children cannot be expected to behave properly unless they are instilled with a genuine fear of their parents. SA A U D SD
15. You can get into real trouble being a "Good Samaritan," and are better off steering clear of others' problems. SA A U D SD

from: Fischer, Edward H. "Consistency Among Humanitarian and Helping Attitudes." Social Forces, 1973, 52, pp. 157-168.

Belief in Helping Others

Key:

All but item 3 are scored:

SA = 1
A = 2
U = 3
D = 4
SD = 5

Item 3 is scored:

SA = 5
A = 4
U = 3
D = 2
SD = 1

Scores under 3 indicate a "Good" attitude about "helping" and over 3 indicate attitudes tending toward negative attitudes toward Helping.

Final Examination, MODULE V

The Helping Process

Item Numbers

Competencies	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	24-27 28-34	8-23				
2			1-7			
3				35-39		
4						40-42
5	This competency should be evaluated during the period of study and on the job. It is not appropriate for evaluation by a written test.					

Key: The Helping Process

1. C
2. B
3. E
4. D
5. F or C
6. H
7. G
8. ✓
9.
10. ✓
11.
12. ✓
13. ✓
14.
15. ✓
16.
17. ✓
18.
19. ✓
20. ✓
21. ✓
22. ✓
23. ✓
24. People
25. Problem
26. Purpose
27. Process

(in any order)

28. B
29. H
30. H
31. F
32. B
33. H
34. F
35. A
36. B or D
37. C
38. B
39. A
40. B
41. A
42. D

MOD V
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42 pts.

Examination

The Helping Process

Student Name _____

DIRECTIONS: Column A lists common problems that people might face. Column B lists agencies that help people with their problems. For each problem in Column A, put the letter identifying the agency in Column B that people would consult about that problem. Agencies may be named more than once.

Column A	Column B
_____ 1. A young couple, having problems with their marriage.	A. Center for Prevention of Drug Abuse
_____ 2. A minority person is mistreated on the job.	B. Equal Rights Division
_____ 3. The landlord for your apartment does not refund your security deposit.	C. Family Services
_____ 4. Several children in your community are sick with the same symptoms.	D. Health Services
_____ 5. A teenage girl wants to find out more about birth control.	E. Legal Services
_____ 6. A young mother wants to return to school and is undecided about her area of interest.	F. Planned Parenthood
_____ 7. A student is sexually assaulted.	G. Rape Center
	H. Vocational Counseling

DIRECTIONS: Check (✓) the actions below that would be appropriate for a professional counsellor.

_____ 8. Advise the client

_____ 9. Share personal problems with the client

_____ 10. Prescribe necessary treatment

_____ 11. Discuss client's problems with friends outside the office

_____ 12. Investigate the client's situation

_____ 13. Secure consultation of other professionals

_____ 14. Ignore the client's problems

_____ 15. Clarify the client's problems

DIRECTIONS: Check (✓) the functions below that would be appropriate for a paraprofessional helper.

_____ 16. Advise the client

_____ 17. Record vital statistics of client

_____ 18. Prescribe the client's medication

_____ 19. Assemble client's records

_____ 20. Escort client to counsellor's office.

_____ 21. Keep all information confidential

_____ 22. Refer the client to a professional

_____ 23. Be familiar with various counselling agencies

DIRECTIONS: List the four components of the "Helping Process."

24.

25.

26.

27.

DIRECTIONS: Place an H in front of the characteristics (words) which describe Helping. Place an F in front of the characteristics (words) which describe Friendship. Place a B in front of words which apply to both.

_____ 28. Requires investment of self

_____ 29. "Liking" not necessary

_____ 30. Should not involve all aspects of daily life

_____ 31. Usually long term

_____ 32. Mutual respect

_____ 33. Specific purpose

_____ 34. Always share some common ground

DIRECTIONS: Place the letter of the helping function which is described in the situation in the blank provided.

Situations	Functions
_____ 35. Talking with a client to help them realize that $1.00 will no longer pay for a steak	A. Become more realistic
_____ 36. Helping clients to enjoy the good things about their lives	B. Feel more self-confident and adequate
_____ 37. Helping client realize that to receive "love" one must give "love"	C. Become more considerate of others
_____ 38. Complimenting the client about the client's special skills	D. Rejoice in being alive
_____ 39. Helping client realize that a high school diploma doesn't allow one to be a doctor or lawyer or teacher	

DIRECTIONS: Read the case story. Decide which one helping technique would be most helpful and place the letter in the blank provided.

_____ 40. Mrs. Emily Barber an elderly invalid has not been eating properly. She eats so little of the food that her home keeper Sally prepares, that her health is suffering. To encourage Mrs. Barber to eat, Sally should

A. complain about the wasted food and Sally's wasted time
B. talk to Mrs. Barber to identify the cause of her lack of appetite
C. threaten to feed her until her plate is clean
D. continue to prepare the meals as before and hope for a change

_____ 41. Tom Elliot visits a mental health agency to discuss his depression which is keeping him from getting to work regularly. Joe, a mental health aide is the first person to interview Mr. Elliot. After asking Mr. Elliot a few questions Joe

A. tells Mr. Elliot that the agency will try to help him with his problem
B. tells Mr. Elliot that he has no right to stay home from work
C. scolds Mr. Elliot for letting little problems get the best of him
D. reassures Mr. Elliot that depression is a common problem and that the agency will cure him

_____ 42. John and Carrie Seymour were married for 52 years. Carrie spent the afternoon visiting the Senior Citizens Club. When she returned she discovered that her husband was dead on the floor. Several weeks have passed and Carrie, formerly very outgoing and sociable, is now sad and withdrawn. Betsy, who comes regularly to help her with the housekeeping

A. notices the change in Mrs. Seymour but attends only to her housekeeping responsibilities
B. jokes with Mrs. Seymour to cheer her up
C. quits her job because it's no fun to work in a gloomy house
D. notifies someone responsible for Mrs. Seymour that she is in need of assistance